CHAPTER 8 Assessment

CCSS

Directions: On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the questions.

Lesson Review

Lesson 1

1. **IDENTIFYING CAUSE AND EFFECT** How did Jesus's teachings influence Western civilization? Be specific.
2. **PARAPHRASING** Explain why the Roman government under the reign of Nero began persecuting Christians.

Lesson 2

3. **MAKING INFERENCES** Why were the Severan rulers successful in keeping order in the Roman Empire?
4. **COMPARING** What theories explaining the fall of the Roman Empire give a reason based on a change in values?

Lesson 3

5. **EXPLAINING** What is monasticism, and how did it change over time? Explain its impact on society.
6. **IDENTIFYING** How did Christianity spread to German lands?

Lesson 4

7. **ANALYZING CAUSE AND EFFECT** What was an essential component of Germanic society? How did it influence its system of justice?
8. **DESCRIBING** What was the Carolingian Renaissance? How did this revival come to pass?

Lesson 5

9. **DETERMINING IMPORTANCE** What was Emperor Justinian's primary goal? How did he accomplish this goal?
10. **EXPLAINING** Why were the Macedonian emperors significant in the life of the Byzantine Empire?

21st Century Skills

11. **IDENTIFYING PERSPECTIVES** What similar experiences led rulers Constantine and Clovis to embrace Christianity?
12. **ECONOMICS** What role did Constantinople play in medieval Europe's economy until the twelfth century?

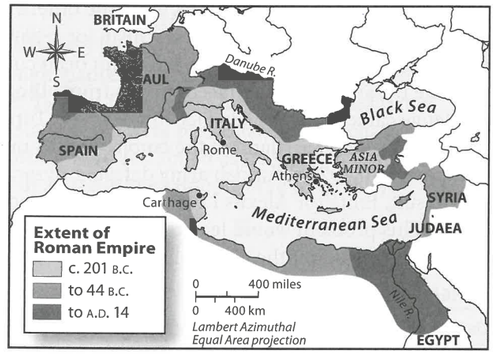
DBQ Exploring the Essential Questions

13. **CATEGORIZING** Create a time line that includes major events showing the impact of religion on the Byzantine Empire and major events that caused the decline of the empire. Illustrate at least three of the events with images, maps, or quotes from primary sources. Be prepared to present your time line and to explain under which category each event falls and why.

DBQ Analyzing Historical Documents

Use the document to answer the following questions.

THE GROWTH OF ROME



14. **LOCATING** Around what body of water did the Roman Empire expand?
15. **EXAMINING** What region in Africa was added to the Roman Empire between 44 B.C. and A.D. 14?

DBQ Extended-Response Question

16. **INFORMATIVE/EXPLANATORY** Describe the causes and effects of the bans on icons issued by Byzantine emperors and the eventual schism between the Roman Catholic Church and the Eastern Orthodox Church.

Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Go to page	151	153	155	158	160	160	163	165	166	168	154	156	167	170	170	169

Islam and the Arab Empire

600–1400

ESSENTIAL QUESTIONS • *How can religion influence the development of an empire?* • *How might religious beliefs affect society, culture, and politics?*

networks

There's More Online! about Islam and the Arab Empire.

CHAPTER 9

Lesson 1
The First Muslims

Lesson 2
The Arab Empire and the Caliphates

Lesson 3
Islamic Civilization

The Story Matters...

As Muslim armies spread Islam beyond the Arabian Peninsula from the seventh century onward, the new faith came into contact with older civilizations. Under the caliphates, Muslim scholars helped to both preserve and advance the work of the ancient Greeks in philosophy, science, mathematics, and other areas of thought. Islamic thinkers also made significant original contributions to the sciences. The *Canon of Medicine* by the eleventh-century Persian philosopher and scientist Ibn Sīnā was one of the most influential works in medical history.

◀ Known to Europeans as Avicenna, Ibn Sīnā remained a medical authority in both the Islamic world and the West for centuries after his death. Of unknown date, this dignified French portrait of Ibn Sīnā, although an imagined likeness, reflects the respect with which he was regarded by Europeans.

PHOTO: Archives Charmet/Bridgeman Art Library

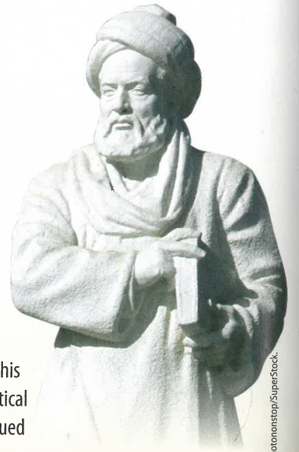
CHAPTER 9 CCSS

Place and Time: The Arab Empire 600–1400

Islam began on the Arabian Peninsula with the preaching of Muhammad early in the seventh century. By the time of Muhammad's death, his followers, known as Muslims, controlled much of the peninsula. A little more than a century later, Arab expansion extended from the Atlantic coasts of Spain and Morocco to the border of India. Within this vast area, a new civilization arose that combined cultural elements from a variety of sources, including ancient Greek and Roman thought, as well as Arab, Turkish, and Persian artistic traditions. This Islamic civilization was centered in great cities, such as Damascus, Baghdad, Cairo, and Córdoba.

Step Into the Place

Read the quotes and look at the information presented on the map.



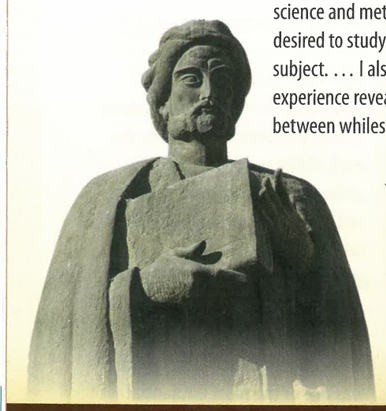


PHOTO: (l)©Sylvain Grandadam/Age Fotostock America, Inc., (r)©Photononstop/SuperStock

DBQ **Analyzing Historical Documents** What generalizations can you make about Islamic civilization?

PRIMARY SOURCE

"By the time I was ten I had mastered the [Quran] and a great deal of literature, so that I was marveled at for my aptitude. . . .

[After studying elementary logic with a tutor] I took to reading texts by myself; I studied the commentaries, until I had completely mastered the science of Logic. . . .

I now occupied myself with mastering the various texts and commentaries on natural science and metaphysics, until all the gates of knowledge were open to me. Next I desired to study medicine, and proceeded to read all the books that have been written on this subject. . . . I also undertook to treat the sick, and methods of treatment derived from practical experience revealed themselves to me such as baffle description. At the same time I continued between whiles to study and dispute on law, being now sixteen years of age."

—Ibn Sīnā (Avicenna), from his autobiography, 980–1037

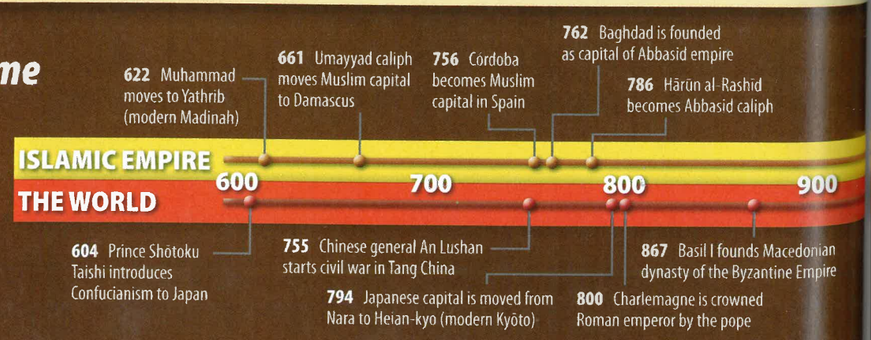
PRIMARY SOURCE

"People who grow up in villages and uncivilized (thinly populated) cities and who have an innate desire for scientific activity, cannot find scientific instruction in those places. For scientific instruction is something technical, and there are no crafts among the inhabitants of the desert. These people, therefore, must travel and seek scientific instruction in cities where (civilization) is highly developed, as is the case with all crafts."

— Ibn Khaldūn, from *The Muqaddimah*, c. 1375

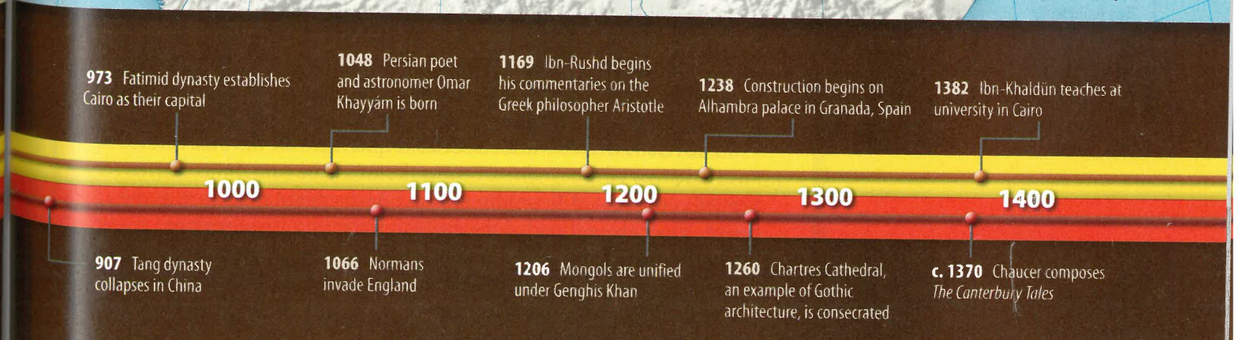
Step Into the Time

Drawing Conclusions
Select several events from the time line and use them to draw a conclusion about the Arab Empire.


622 Muhammad moves to Yathrib (modern Madinah)
661 Umayyad caliph moves Muslim capital to Damascus
756 Córdoba becomes Muslim capital in Spain
762 Baghdad is founded as capital of Abbasid empire
786 Hārūn al-Rashid becomes Abbasid caliph
ISLAMIC EMPIRE
THE WORLD
600
700
800
900
604 Prince Shōtoku Taishi introduces Confucianism to Japan
755 Chinese general An Lushan starts civil war in Tang China
794 Japanese capital is moved from Nara to Heian-kyo (modern Kyōto)
800 Charlemagne is crowned Roman emperor by the pope
867 Basil I founds Macedonian dynasty of the Byzantine Empire

networks
There's More Online!

- MAP Explore the interactive version of this map on Networks.
- TIME LINE Explore the interactive version of the time line on Networks.


973 Fatimid dynasty establishes Cairo as their capital
1048 Persian poet and astronomer Omar Khayyám is born
1169 Ibn-Rushd begins his commentaries on the Greek philosopher Aristotle
1238 Construction begins on Alhambra palace in Granada, Spain
1382 Ibn-Khaldūn teaches at university in Cairo
1000
1100
1200
1300
1400
907 Tang dynasty collapses in China
1066 Normans invade England
1206 Mongols are unified under Genghis Khan
1260 Chartres Cathedral, an example of Gothic architecture, is consecrated
c. 1370 Chaucer composes *The Canterbury Tales*

networks

There's More Online!

- ☑ CHART/GRAPH Five Pillars of Islam
- ☑ CHART/GRAPH Islamic Terminology
- ☑ IMAGE The Kaaba at Makkah
- ☑ INTERACTIVE SELF-CHECK QUIZ
- ☑ MAP Muhammad's Journey from Makkah to Yathrib
- ☑ MAP Southwest Asia in Muhammad's Time
- ☑ PRIMARY SOURCE The Quran
- ☑ VIDEO The First Muslims

Reading HELPDESK

CCSS

Academic Vocabulary

- **revelations** • **submission**

Content Vocabulary

- **sheikh**
- **Quran**
- ***Hijrah***
- **hajj**
- **Five Pillars of Islam**
- ***shari'ah***
- **Allah**
- **Muslim**
- **bedouin**

TAKING NOTES:

Key Ideas and Details

Contrasting As you read, use a table like the one below to contrast the beliefs of early Arabs with the religion of Islam.

Early Arabic beliefs	Islam

LESSON 1

The First Muslims

ESSENTIAL QUESTIONS

- *How can religion influence the development of an empire?*
- *How might religious beliefs affect society, culture, and politics?*

It Matters Because

Early Arabs were nomads who believed in many gods. In the seventh century, Muhammad founded the Islamic religion on the Arabian Peninsula. Over 1,000 years after Islam began, the cultural, artistic, and scientific contributions of Muslims continue to enrich our daily lives.

The Arabs

GUIDING QUESTION *Why did communities on the Arabian Peninsula prosper economically?*

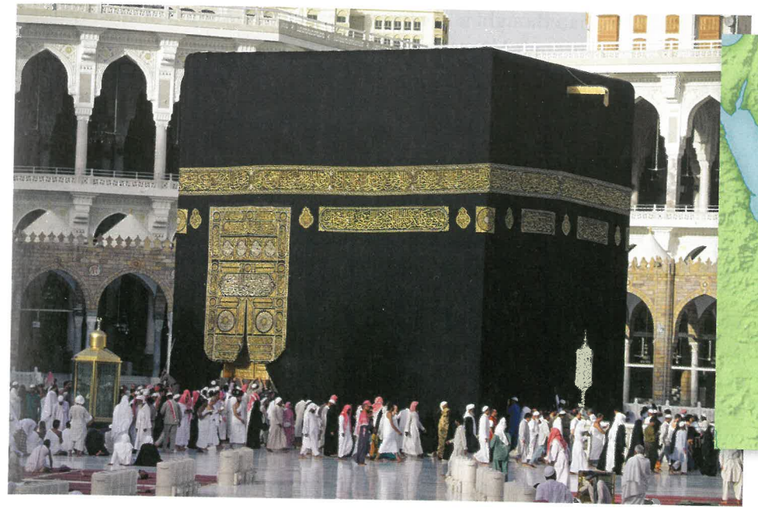
Western Asia has witnessed some of the most powerful civilizations in history, beginning with the Sumerians and continuing with the Assyrians, the Babylonians, the Persians, and the brief conquests of Alexander the Great. In the seventh century, another force—the Arabs—arose in the Arabian Peninsula and spread their influence throughout Western Asia and beyond.

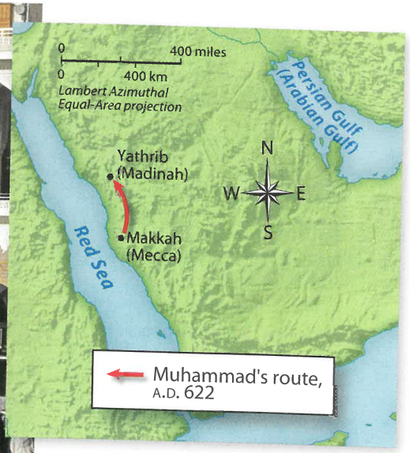
Like the Israelites and the Assyrians, the Arabs were a Semitic-speaking people. They lived in the Arabian Peninsula, a desert land sorely lacking in rivers and lakes. The Arabs were nomads who, because of their hostile surroundings, moved constantly to find water and food for their animals.

Survival in such a harsh environment was not easy, and the Arabs organized into tribes to help one another. Each tribe was ruled by a **sheikh** (SHAYK) who was chosen from one of the leading families by a council of elders. Although each tribe was independent, all the tribes were loosely connected to one another.

The Arabs lived as farmers and sheepherders on the oases and rain-fed areas of the Arabian Peninsula. After the camel was domesticated in the first millennium B.C., the Arabs populated more of the desert. They also expanded the caravan trade into these regions. Towns developed along the routes as the Arabs became major carriers of goods between the Indian Ocean and the Mediterranean, where the Silk Road ended.

PHOTO: (l to r)©Kazuyoshi Nomachi/Corbis, Art Archive/Museum of Islamic Art, Cairo/Dagli Orti.





◀ The Kaaba, located at Makkah, is the holiest shrine of the Islamic faith. Muhammad traveled from Makkah to Yathrib in A.D. 622. He returned to Makkah in A.D. 630.

▶ CRITICAL THINKING

Transferring Calculate the distance Muhammad traveled in A.D. 622.

Early Arabs were polytheistic—they believed in many gods. The Arabs recognized a supreme god named **Allah** (*Allah* is Arabic for "God"), but they also believed in other tribal gods. Allah was symbolized by a sacred stone, and each tribe had its own stone. All tribes, however, worshiped a massive black meteorite, the Black Stone, which had been placed in a central shrine called the Kaaba (KAW • buh). This shrine is in the city of Makkah (Mecca), which is located in the Arabian Peninsula.

The Arabian Peninsula took on a new importance when political unrest in Mesopotamia and Egypt made the usual trade routes in Southwest Asia too dangerous to travel. A safer route through Makkah to present-day Yemen and then by ship across the Indian Ocean became popular. Camel caravans transported highly prized frankincense and myrrh along this route. The journey was long and camels had to stop more than 60 times.

Communities along this route prospered from the increased trade. Tensions arose, however, as increasingly wealthy merchants showed little concern for the welfare of poor people and slaves.

☑ READING PROGRESS CHECK

Summarizing Why was it necessary for previously nomadic Arab tribes to organize?

sheikh the ruler of an Arabic tribe, chosen from one of the leading families by a council of elders

Allah Arabic for *God*; the supreme god of Islam

revelation a divine truth

The Life of Muhammad

GUIDING QUESTION *What was the significance of Gabriel's messages to Muhammad according to Islamic teachings?*

Into this world of tension stepped a man named Muhammad. Born in Makkah to a merchant family, he was orphaned at five. He grew up to become a caravan manager and married a rich widow named Khadija. Over time, Muhammad became troubled by the growing gap between the generosity of most Makkans and the greediness of the wealthy elite and began to visit the hills to meditate. During one of these visits, Muslims believe, Muhammad received **revelations** from God. According to Islamic teachings, the messages were given by the angel Gabriel. Gabriel told Muhammad to recite what he heard. Muhammad had a knowledge of

PHOTO: ©Kazuyoshi Nomachi/Corbis

Jewish and Christian thought and came to believe that Allah had already revealed himself through Moses and Jesus—and thus through the Jewish and Christian traditions. He believed, however, that the final revelations of Allah were now being given to him.

Out of these revelations, which were eventually written down, came the **Quran**, the holy book of Islam. The word *Islam* means "peace through **submission** to the will of Allah." The Quran contains the ethical guidelines and laws by which the followers of Allah are to live. Those who practice the religion of Islam are called **Muslims**. According to Islam, there is only one God, Allah, and Muhammad is his prophet.

Quran the holy scriptures of the religion of Islam

submission act of submitting to the control or authority of another

Muslim a person who believes in Islam

Muhammad returned home after receiving the revelations and reflected on his experience. His wife urged him to follow Gabriel's message, and she became the first convert to Islam. Muhammad then set out to convince the people of Makkah of the truth of the revelations. Many were surprised at Muhammad's claims to be a prophet. The wealthy feared that his attacks on corrupt society would upset the established social and political order. After three years of preaching, he had only 30 followers.

Muhammad became discouraged by the persecution of his followers, as well as by the Makkans' failure to accept his message. In 622 he and some of his closest supporters left Makkah and moved north to the rival city of Yathrib, later renamed Madinah (Medina; "city of the prophet"). The journey of Muhammad and his followers to Madinah is known as the ***Hijrah*** (HIH • jruh). The year the journey occurred became year 1 in the official calendar of Islam, still in use today.

Hijrah the journey of Muhammad and his followers to Madinah in 622, which became year 1 of the official calendar of Islam

Muhammad, who had been invited to Madinah by a number of prominent residents, soon began to win support from people there as well as from Arabs in the desert, known as **bedouin**. From these groups, he formed the first community of practicing Muslims.

bedouin a nomadic Arab who lives in the Arabian, Syrian, or North African deserts

Muslims saw no separation between political and religious authority. Submission to the will of Allah meant submission to his prophet, Muhammad. For this reason, Muhammad soon became both a religious and a political leader. His political and military skills enabled him to put together a reliable military force to defend himself and his followers.

In 630 Muhammad returned to Makkah with 10,000 men. The city quickly surrendered, and most of the townspeople converted to Islam. During a visit to the Kaaba, Muhammad declared it a sacred shrine of Islam. Two years after his triumphal return to Makkah, just as Islam was spreading through the Arabian Peninsula, Muhammad died. All Muslims are strongly encouraged to make a pilgrimage to Makkah, known as the **hajj** (HAJ), if possible.

hajj a pilgrimage to Makkah, one of the requirements of the Five Pillars of Islam

READING PROGRESS CHECK

Identifying What is the significance of the city of Makkah to early Islam?

The Teachings of Muhammad

GUIDING QUESTION *What beliefs and ways of life shape the religious traditions of Islam?*

Like Christianity and Judaism, Islam is a monotheistic religion. Allah is the all-powerful being who created the universe and everything in it. Islam emphasizes salvation and offers the hope of an afterlife. Those who desire to achieve life after death must subject themselves to Allah's will.

Unlike Christianity, Islam does not believe that its first preacher was divine. Muhammad is considered a prophet, similar to Moses, but he was also a man like other men. Muslims believe that because humans rejected Allah's earlier messengers, Allah sent his final revelation through Muhammad. At the heart of Islam is the Quran. The Quran consists of 114 chapters and is the sacred book of Islam. It is also a guidebook for ethics and a code of law combined.

Islam is a direct and simple faith, stressing the need to obey the will of Allah. This means practicing acts of worship known as the **Five Pillars of Islam**: belief, prayer, charity, fasting, and pilgrimage. Muslims believe that there is no deity but the one God, and Muhammad is his messenger (belief). They perform prescribed prayers five times each day (prayer) and give part of their wealth to the poor (charity). During Ramadan, Muslims refrain from food and drink from dawn to sunset (fasting). Finally, believers are expected to make a pilgrimage to Makkah at least once in their lifetime (pilgrimage). The faithful who follow the law are guaranteed a place in an eternal paradise.

Islam is not just a set of religious beliefs but a way of life as well. After Muhammad's death, Muslim scholars developed a law code known as the ***shari'ah*** (shuh • REE • uh). It provides believers with a set of practical laws to regulate their daily lives. It is based on scholars' interpretations of the Quran and the example set by Muhammad in his life. The *shari'ah* applies the teachings of the Quran to daily life. It regulates all aspects of Muslim life including family life, business practice, government, and moral conduct. The *shari'ah* does not separate religious matters from civil or political law.

▲ The Quran is the sacred text of Islam.

Five Pillars of Islam acts of worship every Muslim must perform; this includes belief, prayer, charity, fasting, and pilgrimage

shari'ah a law code drawn up by Muslim scholars after Muhammad's death; it provided believers with a set of practical laws to regulate their daily lives

Believers are expected to follow sound principles for behavior. In addition to the acts of worship called the Five Pillars, Muslims must practice honesty and justice in dealing with others. Muslims are forbidden to gamble, eat pork, drink alcoholic beverages, or engage in dishonest behavior. Family life is based on marriage.

READING PROGRESS CHECK

Comparing and Contrasting What similarities and differences exist between the belief systems of Islam and Christianity?

PHOTO: Art Archive/Museum of Islamic Art, Cairo/Dagli Orti

LESSON 1 REVIEW CCSS

Reviewing Vocabulary

1. ***Identifying*** What is the significance of *shari'ah* in the lives of Muslims?

Using Your Notes

2. ***Contrasting*** Use your notes to contrast the differences between the beliefs of early Arabs and the religion of Islam.

Answering the Guiding Questions

3. ***Drawing Conclusions*** Why did communities on the Arabian Peninsula prosper economically?
4. ***Evaluating*** What was the significance of Gabriel's messages to Muhammad according to Islamic teachings?
5. ***Analyzing*** What beliefs and ways of life shape the religious traditions of Islam?

Writing Activity

6. **NARRATIVE** Imagine that you are a former bedouin who now lives in Makkah after the introduction of Islam. Write a letter to your bedouin cousin describing how your life has changed since your move to the city.

networks

There's More Online!

- ☑ BIOGRAPHY Abū Bakr
- ☑ CHART/GRAPH Early Caliphs
- ☑ CHART/GRAPH The Split in Islam
- ☑ IMAGE Artwork Sponsored by Hārūn al-Rashīd
- ☑ IMAGE Battle of Tours
- ☑ IMAGE Hārūn al-Rashīd
- ☑ INTERACTIVE SELF-CHECK QUIZ
- ☑ MAP Spread of Islam, 632–1000
- ☑ VIDEO The Arab Empire and the Caliphates

Reading HELPDESK

CCSS

Academic Vocabulary

- complex

Content Vocabulary

- caliph
- Shia
- vizier
- caliphate
- jihad
- Sunni
- sultan

TAKING NOTES:

Key Ideas and Details

Categorizing Information As you read, use a table like the one below to identify the characteristics of the Umayyads, Abbasids, and Seljuk Turks.

Umayyads	Abbasids	Seljuk Turks

PHOTO: Water jug presented to Charlemagne (742–814) by Harun al-Rashid (c.766–809) (cloisonne enamel), Byzantine/Treasury of the Abbey of Saint-Maurice, Valais, Switzerland/Giraudon/The Bridgeman Art Library

LESSON 2
The Arab Empire and the Caliphates

ESSENTIAL QUESTIONS

- *How can religion influence the development of an empire?*
- *How might religious beliefs affect society, culture, and politics?*

It Matters Because

The successors to Muhammad were known as caliphs, rulers who became the secular and spiritual leaders of the Islamic community. As the empire grew, caliphs became more like kings or emperors, which was an indication of the strength and power of the growing Arab Empire.

Creation of an Arab Empire

GUIDING QUESTIONS *Why was there tension over who should rule the empire after the death of Muhammad? How did Muhammad's successors help expand the Arab Empire after his death?*

Muhammad had been accepted as the political and religious leader of the Islamic community. The death of Muhammad left his followers with a problem: Muhammad had never named a successor. Although he had several daughters, he had left no son. In a male-oriented society, who would lead the community of the faithful?

Shortly after Muhammad's death, some of his closest followers chose Abū Bakr (uh • BOO BA • kuhr), a wealthy merchant and Muhammad's father-in-law, to be their leader. Abū Bakr had been Muhammad's companion on the journey to Madinah in 622. There Abū Bakr had functioned as Muhammad's chief adviser and also led the public prayers during Muhammad's final illness. In 632 Abū Bakr was named **caliph** (KAY • luhf), the religious and political successor to Muhammad.

Under Abū Bakr's leadership, the Islamic movement grew. He suppressed tribal political and religious uprisings, thereby uniting the Muslim world. Muhammad had overcome military efforts by the early Makkans to defeat his movement. The Quran permitted fair, defensive warfare as **jihad** (jih • HAHD), or "struggle in the way of God." Muhammad's successors expanded their territory.

Unified under Abū Bakr, the Arabs began to turn the energy they had once directed toward each other against neighboring peoples. At Yarmūk in 636, the Arab army defeated the Byzantine army in a dust storm that let the Arabs take their enemy by surprise.

Four years later, they took control of the Byzantine province of Syria in Southwest Asia. By 642, Egypt and other areas of northern Africa had been added to the new Arab Empire. To the east, the Arabs had conquered the entire Persian Empire by 650.

The Arabs, led by a series of brilliant generals, had put together a large, dedicated army that traveled long distances and crossed mountains and harsh terrain. The courage of the Arab soldiers was enhanced by the belief that Muslim warriors were assured a place in paradise if they died in battle.

Early caliphs ruled their far-flung empire from Madinah. After Abū Bakr died, problems arose over who should become the next caliph. There were no clear successors to Abū Bakr, and the first two caliphs to rule after his death were assassinated. In 656 Ali, Muhammad's son-in-law and one of the first converts to Islam, was chosen to be caliph, but he was also assassinated after ruling for five years.

In the conquered territories, Muslim administrators were relatively tolerant, sometimes allowing local officials to continue to govern. Both Christians and Jews were allowed to practice their religions. Following the concept of *dhimmitude*, however, these peoples were free to practice their religions, but they were also subjected to some regulations in order to make them aware that they had been subdued by their conquerors. Those who chose not to convert were required to be loyal to Muslim rule and to pay special taxes.

☑ **READING PROGRESS CHECK**

Making Generalizations What was Abū Bakr's chief success as caliph and to what did it contribute?

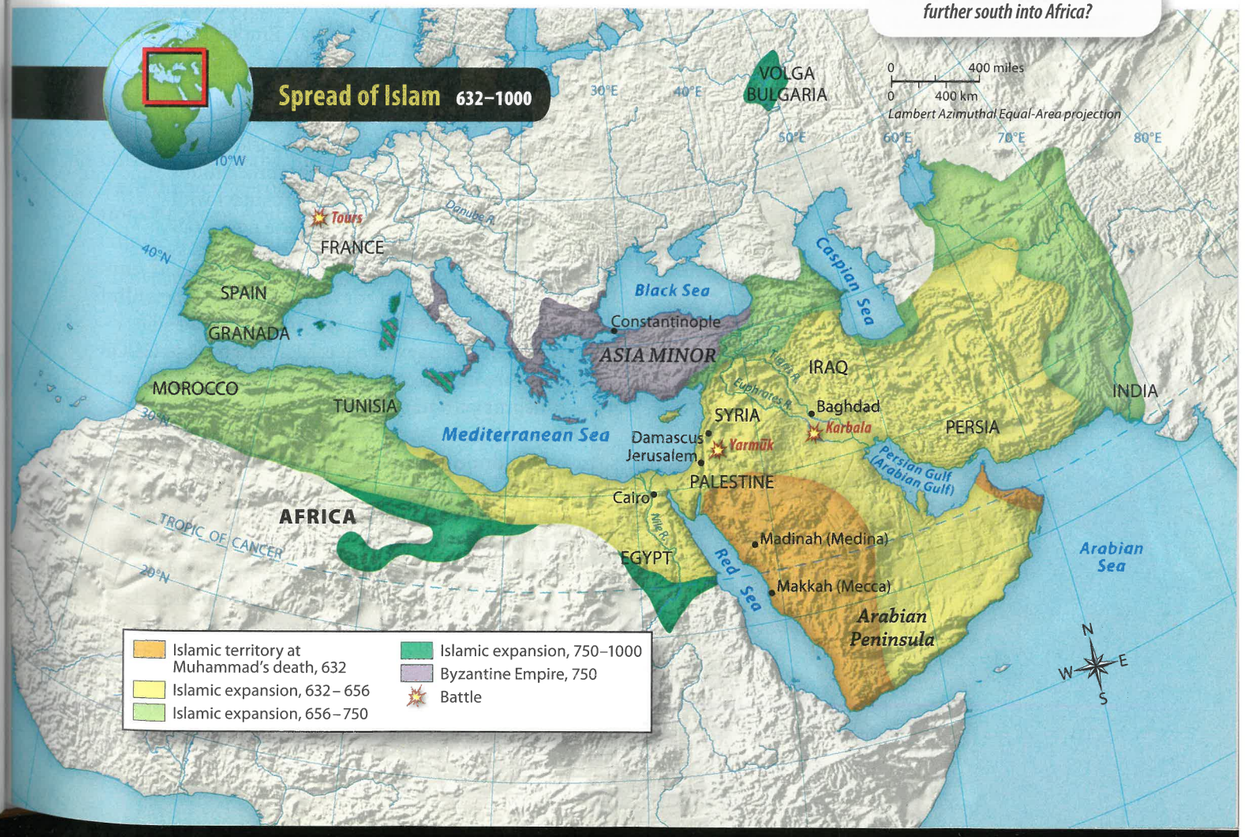
caliph a successor of Muhammad as spiritual and temporal leader of the Muslims

jihad "struggle in the way of God"

GEOGRAPHY CONNECTION

Islam expanded throughout the Middle East and Mediterranean from 632–1000.

1. **HUMAN SYSTEMS** *What impact did the Battle of Tours have on the spread of Islam?*
2. **ENVIRONMENT AND SOCIETY** *What do you think prevented Islam from spreading further south into Africa?*



The Umayyads

GUIDING QUESTION *What internal struggles led to revolts against the Umayyads?*

In 661 the general Muʿāwiyah (moo • AH • wee • uh), the governor of Syria and one of Ali's chief rivals, became caliph. He was known for one outstanding virtue: he used force only when absolutely necessary. As he said, "I never use my sword when my whip will do, nor my whip when my tongue will do."

Muʿāwiyah moved quickly to make the office of caliph, called the **caliphate**, hereditary in his own family. In doing this, he established the Umayyad (oo • MY • uhd) dynasty. He then moved the capital of the Arab Empire from Madinah to Damascus, in Syria.

caliphate the office or dominion of a caliph

Umayyad Conquests

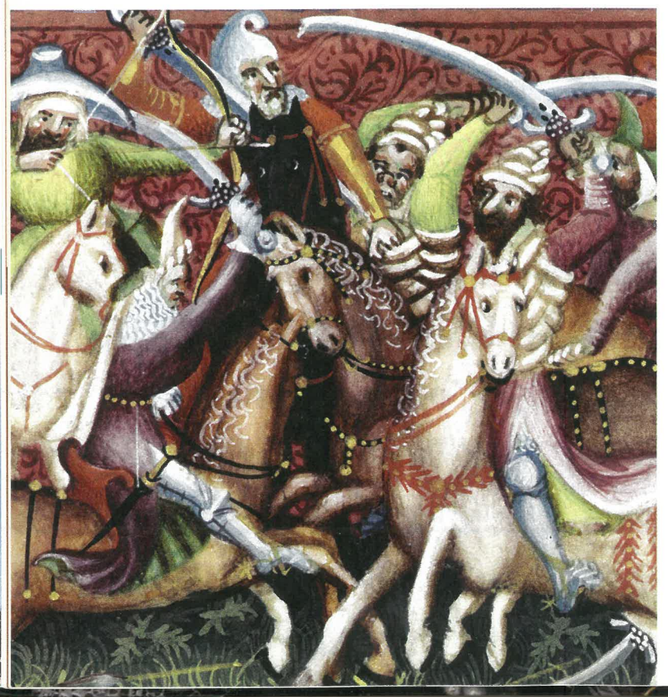
At the beginning of the eighth century, the Arabs carried out new attacks at both the eastern and western ends of the Mediterranean world. Arab armies moved across North Africa and conquered and converted the Berbers, a pastoral people who lived along the Mediterranean coast.

Around 710, combined Berber and Arab forces crossed the Strait of Gibraltar and occupied southern Spain in Europe. By 725, most of Spain had become a Muslim state with its center at Córdoba. In 732, however, Arab forces were defeated at the Battle of Tours in Gaul (now France). Arab expansion in Europe had come to a halt.

In 717 another Muslim force had launched an attack on Constantinople with the hope of defeating the Byzantine Empire. The Byzantines survived, however, by destroying the Muslim fleet. This created an uneasy frontier in southern Asia Minor between the Byzantine Empire and the Islamic world.

By 750, the Arab advance had finally come to an end, but not before the southern and eastern Mediterranean parts of the old Roman Empire had been conquered. Arab power also extended to the east in Mesopotamia and Persia and northward into central Asia.

The Umayyad dynasty at Damascus now ruled an enormous empire. Expansion had brought great wealth and new ethnic groups into the fold of Islam, as well as contact with other civilizations. As a result, the new Arab Empire would be influenced by Byzantine and Persian cultures.



▼ Charles Martel defeated the army of 'Abd ar-Raḥmān at the Battle of Tours.

▶ CRITICAL THINKING

Analyzing What was the significance of the Battle of Tours?

A Split in Islam

In spite of Umayyad successes, internal struggles threatened the empire's stability. Many Muslims of non-Arab background, such as Persians and Byzantines, did not like the way local administrators favored the Arabs. Financial troubles further weakened the Umayyad dynasty. Also, since the empire was so vast, it was difficult to rule from a capital that was far from the frontiers. These distant regions began to develop their own power, which was hostile to the caliphate.

An especially important revolt took place in what is now Iraq early in the Umayyad period. It was led by Hussein (hoo • SAYN), second son of Ali—the son-in-law of Muhammad. Hussein encouraged his followers to rise up against Umayyad rule in 680. He set off to do battle, but his soldiers defected, leaving him with an army of 72 warriors against 10,000 Umayyad soldiers. Hussein's tiny force fought courageously, but all died.

This struggle led to a split of Islam into two groups. The **Shia** (SHEE • AH) Muslims accept only the descendants of Ali as the true rulers of Islam. The **Sunni** (SU • NEE) Muslims did not all agree with Umayyad rule but accepted the Umayyads as caliphs. This political split led to the development of two branches of Muslims that persist to the present. The Sunnis are a majority in the Muslim world, but most of the people in Iraq and neighboring Iran consider themselves to be Shia.

✓ READING PROGRESS CHECK

Describing How did the caliphate become a dynasty, and what factors threatened that dynasty?

PHOTO: Rue des Archives/The Granger Collection, NYC. All rights reserved

The Abbasid Dynasty and the Seljuk Turks

GUIDING QUESTION *What changes did the Abbasid rulers bring to the world of Islam?*

Resentment against Umayyad rule grew among non-Arab Muslims over the favoritism shown to Arabs. The Umayyads also helped bring about their demise by corrupt behavior. Abū al-ʿAbbās, a descendant of Muhammad's uncle, overthrew the Umayyad dynasty in 750. Abū al-ʿAbbās established a new caliphate ruled by the Abbasid (uh • BA • suhd) dynasty, which lasted until 1258.

▲ Hārūn al-Rashīd was the fifth Abbasid caliph.

▶ CRITICAL THINKING

Evaluating Why was the period of Hārūn al-Rashīd's rule referred to by some as a golden age?

Abbasid Rule

In 762 the Abbasids built a new capital city at Baghdad, on the Tigris River, far to the east of the Umayyad capital at Damascus. Baghdad's location took advantage of river traffic in the Persian Gulf and the caravan route from the Mediterranean to central Asia.

The move eastward increased Persian influence and encouraged a new cultural outlook. Under the Umayyads, warriors had been seen as the ideal citizens. Under the Abbasids, judges, merchants, and government officials were the new heroes. The Abbasid rulers tried to break down the distinctions between Arab and non-Arab Muslims. This change opened Islamic culture to the influence of the civilizations they had conquered. All Muslims, regardless of ethnic background, could now hold both civil and military offices. Many Arabs began to intermarry with conquered peoples.

The best known of the caliphs of the time was Hārūn al-Rashīd (ha • ROON ahl•rah • SHEED), whose reign is often described as the golden age of the Abbasid caliphate. Hārūn al-Rashīd was known for his charity, and he also lavished support on artists and writers.

This was a period of growing prosperity in the Muslim world. The Arabs had conquered many of the richest provinces of the Roman Empire, and they now controlled the trade routes to the East. Baghdad became the center of a large trade empire that helped spread products and knowledge from the Islamic world to Asia, Africa, and Europe. For example, from Persia the knowledge of planting sugarcane and building windmills spread west along the trade routes.

Under the Abbasids, the caliph began to act more regally. The bureaucracy assisting the caliph grew more **complex**. A council headed by a prime minister, known as a **vizier**, advised the caliph. During council meetings, the caliph sat behind a screen listening to the council's discussions and then whispered his orders to the vizier.

Shia a Muslim group that accepts only the descendants of Muhammad's son-in-law Ali as the true rulers of Islam

Sunni a Muslim group that accepts only the descendants of the Umayyads as the true rulers of Islam

complex having many intricate parts

vizier a high government official in ancient Egypt or in Muslim countries

PHOTO: Snark/Art Resource, NY

Decline and Division

Despite its prosperity, all was not well in the empire of the Abbasids. There was much fighting over the succession to the caliphate. When Hārūn al-Rashīd died, his two sons fought to succeed him, almost destroying the city of Baghdad.

Vast wealth gave rise to financial corruption. Members of Hārūn al-Rashīd's clan were given large sums of money from the state treasury. His wife was reported to have spent vast sums on a pilgrimage to Makkah.

The shortage of qualified Arabs for key positions in the army and the civil service also contributed to the decline of the Abbasids. Caliphs began to recruit officials from among non-Arabs, such as Persians and Turks. These people were trained to serve the caliphs, but gradually they dominated the army and the bureaucracy.

Eventually, rulers of the provinces of the Abbasid Empire began to break away and establish independent dynasties. Spain had established a separate caliphate when a prince of the Umayyad dynasty fled there in 750. Morocco became independent, and a new dynasty under the Fatimids was established in Egypt, with its capital at Cairo, in 973. The Muslim Empire was now politically divided.

Seljuk Turks

The Fatimid dynasty in Egypt soon became the dynamic center of Islamic civilization. From their position in the heart of the Nile delta, the Fatimids played a major role in trade from the Mediterranean to the Red Sea. They created a strong army by hiring nonnative soldiers. One such group was the Seljuk (SEHL • JOOK) Turks.

The Seljuk Turks were a nomadic people from central Asia. They had converted to Islam and prospered as soldiers for the Abbasid caliphate. As the Abbasids grew weaker, the Seljuk Turks grew stronger, moving gradually into Iran and Armenia. By the eleventh century, they had taken over the eastern provinces of the Abbasid Empire.

In 1055 a Turkish leader captured Baghdad and took command of the empire. His title was **sultan**—or "holder of power." The Abbasid caliph was still the chief religious authority, but, after they captured Baghdad, the Seljuk Turks held the real military and political power of the state.

sultan "holder of power," the military and political head of state under the Seljuk Turks and the Ottomans

READING PROGRESS CHECK

Analyzing How did the prosperous Abbasid dynasty become politically divided?

LESSON 2 REVIEW CCSS

Reviewing Vocabulary

1. ***Making Inferences*** What is the significance of Abū Bakr's being named caliph?

Using Your Notes

2. ***Identifying*** Use your notes to identify the characteristics of the Umayyads, Abbasids, and Seljuk Turks.

Answering the Guiding Questions

3. ***Evaluating*** Why was there tension over who should rule the empire after the death of Muhammad?
4. ***Making Generalizations*** How did Muhammad's successors help expand the Arab Empire after his death?
5. ***Drawing Conclusions*** What internal struggles led to revolts against the Umayyads?
6. ***Assessing*** What changes did the Abbasid rulers bring to the world of Islam?

Writing Activity

7. **ARGUMENT** Imagine you are Mu'āwiyah and have just become caliph. Write a speech that outlines how you will rule and why you believe the caliphate should be hereditary.

networks

There's More Online!

- BIOGRAPHY Ibn-Rushd
- BIOGRAPHY Ibn Sīnā
- IMAGE Umayyad Mosque
- INFOGRAPHIC Baghdad: Center of Trade and Culture
- INTERACTIVE SELF-CHECK QUIZ
- MAP Trade in Southwest Asia, 737–1212
- PRIMARY SOURCE One Thousand and One Nights
- SLIDE SHOW Islamic Arts
- SLIDE SHOW Islamic Sciences
- VIDEO Islamic Civilization

Reading HELPDESK CCSS

Academic Vocabulary

- eroded
- commentary

Content Vocabulary

- bazaar
- astrolabe
- minaret
- dowry
- arabesques
- muezzin

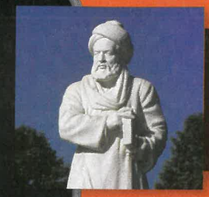
TAKING NOTES:

Key Ideas and Details

Categorizing Information As you read, use a table like the one below to identify the characteristics of the upper class, slaves, and women in the Islamic world.

Upper Class	Slaves	Women

PHOTO: (l to r) ©Photononstop-SuperStock, Art Archive/National Museum, Damascus, Syria/Dagli Orti, ©Julian Love/JAI/Corbis, akg-images/Gerard Degeorge,



LESSON 3
Islamic Civilization

ESSENTIAL QUESTIONS

- *How can religion influence the development of an empire?*
- *How might religious beliefs affect society, culture, and politics?*

IT MATTERS BECAUSE

An extensive trade network brought prosperity to the Islamic world. Muslim scholars made great advances in the areas of mathematics and the natural sciences. Islamic art and architecture incorporated innovative, geometric decorations.

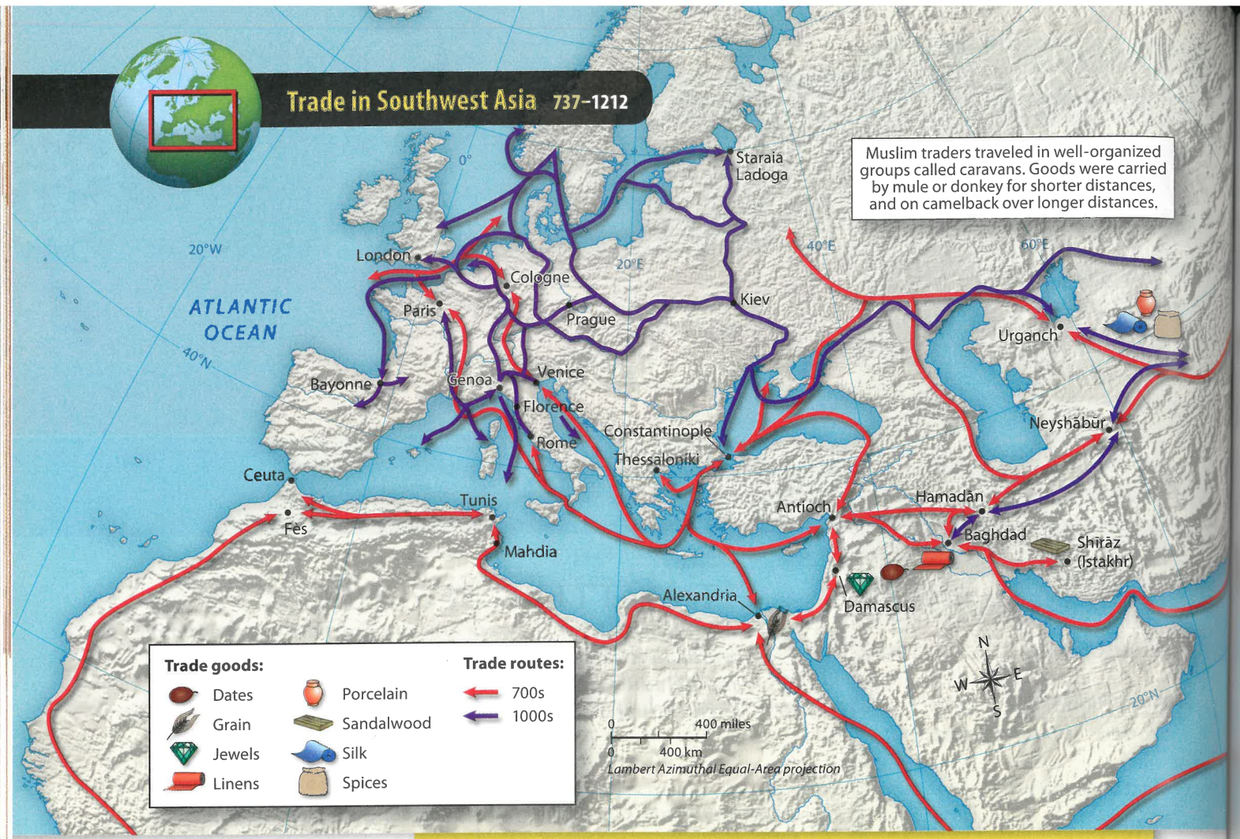
Prosperity in the Islamic World

GUIDING QUESTION *What factors allowed both urban and rural areas to flourish after the eighth century within the Arab Empire?*

Despite the internal struggles, overall this was one of the most prosperous periods in the history of the Middle East. The Arabs carried on extensive trade both by ship and by camel caravans, which traveled from Morocco in the far west to the countries beyond the Caspian Sea. From south of the Sahara came gold and slaves; from China, silk and porcelain; from eastern Africa, gold and ivory; and from Southeast Asia and India, sandalwood and spices. Within the empire, Egypt contributed grain; Iraq provided linens, dates, and precious stones; and western India supplied textiles. The development of banking and the use of coins made it easier to exchange goods.

With flourishing trade came prosperous cities. While the Abbasids were in power, Baghdad, the Abbasid capital known as the City of Peace, was probably the greatest city in the empire and one of the greatest cities in the world. After the rise of the Fatimids in Egypt, however, the focus of trade shifted to Cairo. Another great trading city was Damascus in modern-day Syria. Baghdad, Cairo, and Damascus were the centers of cultural, administrative, and economic activity for their regions.

Islamic cities had a distinctive physical appearance. Usually, the most impressive urban buildings were the palaces for caliphs or local governors and the great mosques for worship. There were also public buildings with fountains and secluded courtyards, public baths, and bazaars, or marketplaces.



GEOGRAPHY CONNECTION

Trade helped expand the reach of Islam throughout multiple regions.

1. **THE WORLD IN SPATIAL TERMS** *What trade city was known for its sandalwood?*
2. **HUMAN SYSTEMS** *Through what cities would a merchant traveling from Damascus to Cologne be likely to pass?*

Connections to TODAY

Bazaars in the Islamic World

Many bazaars still exist throughout the Islamic world today. Perhaps the most celebrated is İstanbul's *Kapalıçarşı* (Turkish for "covered bazaar"), or Grand Bazaar, which was built 550 years ago by the Ottoman sultan Mehmed II after his conquest of Constantinople. As the centuries passed, the foundation of the modern Turkish banking system was established in the Grand Bazaar. Today this huge commercial complex has more than 3,600 businesses. It is a frequent first stop for foreign visitors to İstanbul. More than 500,000 people pass daily through the Grand Bazaar when it is open for business.

The **bazaar**, or covered market, was a crucial part of every Muslim city or town. The bazaar was an important trading center, where goods from all the known world were for sale. Customers could compare prices and seek the best bargains. To make sure of high standards, bazaars had market inspectors who enforced rules. The bazaar also housed many craftspeople's shops, as well as services like laundries and bathhouses.

The Arab Empire was more urbanized than most other areas of the known world at the time. Nevertheless, a majority of people still lived in the country, making their living by farming or herding animals. During the early stages of the empire, most of the farmland was owned by independent peasants. Later, wealthy landowners began to amass large estates. Some lands were owned by the state or the court and were farmed by slave labor.

READING PROGRESS CHECK

Drawing Conclusions Why would conducting trade by both caravans and ships be lucrative for the Arab Empire?

Islamic Society

GUIDING QUESTION *How were the principles of Islam reflected in the social structure of the Arab Empire?*

To be a Muslim is not simply to worship Allah but also to live one's life according to Allah's teachings as revealed in the Quran. This also included social life.

Social Structure

According to Islam, all Muslim people are equal in the eyes of Allah. The doctrine, however, was not translated into social reality. There was a fairly well-defined upper class that consisted of ruling families, senior officials, nomadic elites, and the wealthiest merchants. Even ordinary merchants, however, enjoyed a degree of respect that merchants did not receive in Europe, China, or India.

Non-Muslims were not considered equal to Muslims in the Islamic world. Slaves were one of the non-Muslim groups. As in the other early civilizations, slavery was widespread. Because Muslims could not be slaves in Islamic society, most of their slaves came from Africa or from non-Islamic populations elsewhere in Asia. Many had been captured in war.

Slaves often served in the army. This was especially true of slaves recruited from the Turks of central Asia. Many military slaves were freed. Some even came to exercise considerable power.

Many slaves, especially women, were used as domestic servants. These slaves were sometimes permitted to purchase their freedom. Islamic law made it clear that slaves should be treated fairly, and it was considered a good act to free them.

The Role of Women

The Quran granted women spiritual and social equality with men. Believers, men and women, were to be friends and protectors of one another. Women had the right to the fruits of their work and to own and inherit property. Islamic teachings accounted for differences between men and women in the family and social order. Both had duties and responsibilities. As in most societies of the time, men were dominant in Muslim society.

Every woman had a male guardian, be it father, brother, or other male relative. Parents or guardians arranged marriages for their children. The Quran allowed Muslim men to have more than one wife, but no more than four. Most men, however, were unable to afford more than one, because they were required to pay a **dowry** (a gift of money or property) to their brides. Women had the right to freely enter into marriage, but they also had the right of divorce under some circumstances. Adultery was forbidden to both men and women.

After the spread of Islam, older customs **eroded** the rights enjoyed by early Muslim women. For example, some women were secluded and kept from social contacts with males outside their families. The custom of requiring women to cover virtually all parts of their bodies when appearing in public was common in the cities and is still practiced today in many Islamic societies. It should be noted, however, that these customs owed more to traditional Arab practice than to the Quran. Despite the restrictions, the position of women in Islamic society was better than it had been in former times, when women had often been treated like slaves.

READING PROGRESS CHECK

Contrasting In what ways were the lives of early Muslim men and women different?

bazaar a covered market in Islamic cities

dowry a gift of money or property paid at the time of marriage, either by the bride's parents to her husband or, in Islamic societies, by a husband to his wife

erode to diminish or destroy by degrees

Philosophy, Science, and History

GUIDING QUESTION *What were the major contributions of Islamic scholars?*

During the first few centuries of the Arab Empire, the ancient Greek philosophers were largely unknown in Christian Europe. The Arabs, however, were aware of Greek philosophy and were translating works by Plato and Aristotle into Arabic. It was through the Muslim world that Europeans recovered the works of Aristotle and other Greek philosophers. In the twelfth century, the Arabic translations were translated into Latin, making them available to the West. This process was aided by papermaking, which was introduced from China in the 700s. By the end of the century, paper factories were found in Baghdad. Booksellers and libraries soon followed.

Islamic civilization contributed more intellectually to the West than translations. When Aristotle's works arrived in Europe in the second half of the twelfth century, they were accompanied by commentaries written by outstanding Arabic philosophers. One such philosopher was Ibn-Rushd (IH • buhn • RUSHT). He lived in Córdoba and wrote a **commentary** on virtually all of Aristotle's surviving works. Islamic scholars also made contributions to mathematics and the natural sciences that were passed on to the West. The Muslims adopted and passed on the numerical system of India, including the use of the zero. In Europe, it became known as the Arabic system. A ninth-century Arab mathematician developed the mathematical discipline of algebra, which is taught in schools today.

In astronomy, Muslims set up an observatory at Baghdad to study the position of the stars. They knew that Earth was round, and they named many stars. They also perfected an instrument called the **astrolabe**, an instrument used by sailors to determine their location. The astrolabe made it possible for Europeans to sail to the Americas.

Muslim scholars developed medicine as a field of scientific study. Al-Razi was known as the best doctor of his time in the tenth century in Baghdad. He wrote numerous works to educate others in the medical knowledge of his day. Also well known was the philosopher and scientist, Ibn Sīnā (IH • buhn SEE • nuh). He wrote a medical encyclopedia that, among other things, stressed the contagious nature of certain diseases. Ibn Sīnā showed how diseases could be spread by contaminated water supplies. He was one of many Arabic scholars whose work was translated into Latin and aided the growth of intellectual life in Europe in the 1100s and 1200s.

Islamic scholars also took an interest in writing history. Ibn-Khaldūn (IH • buhn KAL • DOON) was the most prominent Muslim historian of the age. In his most famous work, *Muqaddimah (Introduction to History)*, he argued for a cyclical view of history. Civilizations, he believed, go through regular cycles of birth, growth, and decay. He tried to find a scientific basis for the political and social factors that determine the course of history.

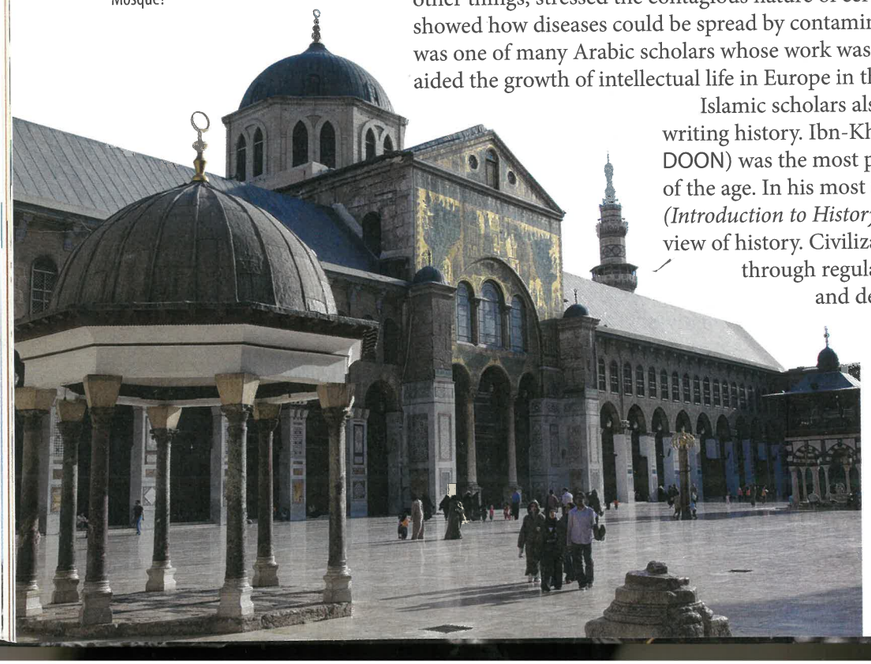
READING PROGRESS CHECK

Identifying Which innovations and ideas of Muslim scholars could still be used today?

commentary an explanatory treatise

astrolabe an instrument used by sailors to determine their location by observing the positions of stars

arabesques geometric patterns repeated over and over to completely cover a surface with decoration



▼ The Great Mosque of Damascus, or the Umayyad Mosque, was built originally between A.D. 705 and 715.

▶ CRITICAL THINKING

Drawing Conclusions Why is this mosque also called the Umayyad Mosque?

PHOTO: ©Julian Love/JAI/Corbis

Literature, Art, and Architecture

GUIDING QUESTION *How did the arts convey the ideals of spiritual glory in Islam?*

Islam brought major changes to the culture of Southwest Asia, including its literature. Though Muslims regarded the Quran as their greatest literary work, pre-Islamic traditions continued to influence writers. One of the most familiar works of Middle Eastern literature is the *Rubaiyat* (ROO • bee • AHT) of Omar Khayyám (KY • YAHM). We know little of the life and poetry of this twelfth-century Persian poet, mathematician, and astronomer, but we know that he composed his poetry orally. His simple, direct poetry was recorded later by friends or scribes.

Islamic art is a blend of Arab, Turkish, and Persian traditions. Most decorations on Islamic art consisted of Arabic letters, natural plants, and abstract figures. These decorations were repeated over and over in geometric patterns called **arabesques** that completely covered the surfaces of objects. The Hadith, an early collection of Muhammad's sayings, warns against any attempt to imitate God by creating pictures of living beings. As a result, no representations of figures, including Muhammad, appear in Islamic religious art.

The best expression of Islamic architecture is found in the way Muslim mosques represent the spirit of Islam. The Great Mosque of Sāmarrā' in present-day Iraq was the world's largest mosque at the time it was built (848 to 852), covering 10 acres (more than 40,000 square m). The most famous section of this mosque, its **minaret**, is nearly 90 feet (27 m) tall and has an unusual outside spiral staircase. The **muezzin** (moo • EH • zuhn), or crier, calls the faithful to prayer five times each day from the minaret.

Because the Muslim religion unites spiritual and political power, palaces also reflected the glory of Islam. Beginning in the eighth century with the castles of Syria, Islamic rulers built large brick palaces with protective walls, gates, and baths. Designed around a central courtyard surrounded by two-story arcades and massive gate-towers, Islamic castles resembled fortresses. The finest example of the Islamic palace is the Alhambra in Granada, Spain. Built in the fourteenth century, every inch of the castle's surface is decorated in floral and abstract patterns. Much of the decoration is finely carved plasterwork that looks like lace. The Alhambra is an excellent expression of Islamic art.

READING PROGRESS CHECK

Assessing How was Islamic art influenced by Arab, Persian, and Turkish traditions?

▲ This tile mosaic covers a wall in the Zaytouna Great Mosque in Morocco.

minaret the tower of a mosque from which the muezzin calls the faithful to prayer five times a day

muezzin the crier who calls the Muslim faithful to prayer from the minaret of a mosque

PHOTO: akg-images/Gerard Degeorge

LESSON 3 REVIEW CCSS

Reviewing Vocabulary

1. ***Explaining*** Why was the bazaar an important part of a Muslim city or town?

Using Your Notes

2. ***Identifying*** Use your notes to identify characteristics of the upper class, slaves, and women in the Islamic world.

Answering the Guiding Questions

3. ***Evaluating*** What factors allowed both urban and rural areas to flourish after the eighth century within the Arab Empire?
4. ***Making Generalizations*** How were the principles of Islam reflected in the social structure of the Arab Empire?
5. ***Drawing Conclusions*** What were the major contributions of Islamic scholars?
6. ***Assessing*** How did the arts convey the ideals of spiritual glory in Islam?

Writing Activity

7. **INFORMATIVE/EXPLANATORY** Write an essay explaining how Muslim artists incorporated their Islamic beliefs into their art when they designed mosques and palaces.

CHAPTER 9 Assessment

CCSS

Directions: On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the questions.

Lesson Review

Lesson 1

1. **IDENTIFYING CAUSE AND EFFECT** How did political disorder in Mesopotamia and Egypt affect trade in Southwest Asia? Explain what happened as a result.
2. **EXPLAINING** What are the Five Pillars of Islam? Explain how these apply to Muslim life.

Lesson 2

3. **DEFINING** Explain the concept of *dhimmitude* and how this concept was applied in territory that had been conquered by Muslims in the A.D. 600s
4. **FINDING THE MAIN IDEA** What was the main issue that drove Islam to split into two groups? Be sure to name the two groups.

Lesson 3

5. **DRAWING CONCLUSIONS** How were early Muslim women treated? What factors might have caused this to change after the spread of Islam? Explain your answer.
6. **MAKING CONNECTIONS** What warning given by Muhammad in the Hadith compares to Emperor Leo III's outlawing icons as idolatry? Explain how both affected Muslim and Byzantine art.

21st Century Skills

7. **PROBLEM SOLVING** What societal problems in Makkah concerned Muhammad? How did Muhammad's beliefs become his solution to these problems?
8. **COMPARING AND CONTRASTING** What were the beliefs of early Arabs? What changed as a result of Muhammad's teachings? What remained the same?

Exploring the Essential Questions

9. **SYNTHESIZING** Write an essay explaining how the religion of Islam influenced the development of the Arab Empire. Use a time line to show the development of the Arab Empire. Give several examples of how Islam affected Arab society, culture, and politics. Include two other forms of media to illustrate some of these examples, such as primary source quotes and photos.

DBQ Analyzing Historical Documents

Use the document to answer the following questions.

PRIMARY SOURCE

Muslim Conquests and Defeats

Year	Place	Victor
636	Yarmūk	Muslim
640	Syria	Muslim
650	Persian Empire	Muslim
710	southern Spain	Muslim
717	Constantinople	Byzantine

10. **READING CHARTS** What territories had been conquered by Muslims by 650?
11. **STATING** What statement can you make about Muslim expansion that includes all the information in the table?

Extended-Response Question

12. **INFORMATIVE/EXPLANATORY** Identify and describe two important Islamic works of literature. Explain the similarities and differences between the two works.

Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12
Go to page	175	177	179	180	185	187	175	175	178	188	188	186

Medieval Kingdoms in Europe 800–1300

ESSENTIAL QUESTIONS

- *How can changes to political systems impact economic activities?*
- *How is society influenced by changes in political and economic systems?*

networks

There's More Online! about medieval kingdoms in Europe.

CHAPTER 10

Lesson 1
Feudalism

Lesson 2
Peasants, Trade, and Cities

Lesson 3
The Growth of European Kingdoms

The Story Matters...

Charlemagne's Carolingian Empire began to fall apart as a result of internal divisions and external threats from invaders such as Muslims, Vikings, and Magyars. The need for security encouraged the growth of a feudal society dominated by powerful landowning nobles. Opposing this tendency were ambitious rulers such as King Henry II of England, who applied his restless energy, military skill, and cool ruthlessness to rebuilding royal power.

◀ Created between 1280 and 1300, this detail comes from an illustration in an Anglo-French chronicle showing Henry II seated on his throne. Painted a century after Henry's death, this stylized image is not a portrait of the king, who was thickset and wore his hair closely cropped.

PHOTO: The British Library/Photolibrary